

papers show the pet ideas of the examiners. It must not be forgotten that the scholars set about the making of folkways for themselves, just as members of a grown society do. In time they adopt codes, standards, preferred types, and fashions. They select their own leaders, whom they follow with enthusiasm. They have their pet heroes and fashion themselves upon the same. Their traditions become stereotyped and authoritative. The type of product becomes fixed. It makes some kind of compromise with the set purposes of the teachers and administrators, and the persons who issue from the schools become recognizable by the characteristics of the type. It is said that the graduates of Jesuit colleges on the continent of Europe are thus recognizable. In England the graduates of Oxford and Cambridge are easily to be distinguished from other Englishmen. In the continental schools and barracks, in newspapers, books, etc., what is developed by education is dynastic sentiment, national sentiment, soldierly sentiment; still again, under the same and other opportunities, religious and ecclesiastical sentiments, and by other influences, also class and rank sentiments.¹ In a democracy there is always a tendency towards big results on a pattern. An orthodoxy is produced in regard to all the great doctrines of life. It consists of the most worn and commonplace opinions which are current in the masses. It may be found in newspapers and popular literature. It is intensely provincial and philistine. It does not extend to those things on which the masses have not pronounced, and by its freedom and elasticity in regard to these it often produces erroneous judgments as to its general character. The popular opinions always

contain broad
fallacies, half-truths, and glib generalizations of fifty
years before.

If a teacher is to be displaced by a board of
trustees because he
is a free-trader, or a gold man, or a silver man, or
disapproves
of a war in which the ruling clique has involved
the country, or
because he thinks that Hamilton was a great
statesman and
Jefferson an insignificant one, or because he
says that he has
found some proof that alcohol is not always bad
for the system,
we might as well go back to the dominion in
education of the

¹ Schallmeyer, *Vererbung und Auslese*, 265.